DOCUMENT RESUME

ED 181 341 CG 014 053

AUTHOR Pletcher, Barbara
TITLE Specifying Process Objectives. Module 8.
INSTITUTION American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
PUB DATE Jul 78
NOTE 100p.: For related documents see CG 014 049-057, ED 124 823 and ED 133 511. Reprint.
AVAILABLE FROM National Consortium Project, American Institutes for Research, P.O. Box 1113, Palo Alto, CA 94302 ($3.20)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *Career Development; Counselors; Educational Strategies; *Evaluation Criteria; *Guidance Objectives; Guidance Personnel; Inservice Programs; *Occupational Guidance; *Performance Factors; Professional Development; *Program Design; Program Evaluation; Secondary Education
IDENTIFIERS *Program and Evaluation Review Technique

ABSTRACT

This staff development module is part of one of three groups of career guidance modules developed, field-tested, and revised by a six-state consortium coordinated by the American Institutes for Research. This module is the eighth in a series on developing a comprehensive career guidance program at the high school level, designed to aid guidance personnel responsible for developing student-focused programs. The goal of this module is to show users what process objectives are and why they are written, and to provide the skills for developing and using them through staff skill-matching, scheduling by use of the Program and Evaluation Review Technique (PERT), and time, task, and talent analyses. The module format consists of an overview, goals, objectives, outline, time schedule, glossary, readings, skill development activities, and bibliography. A Coordinator's Guide is also included with detailed instructions for presenting the module in a workshop setting as well as the facilitator's roles and functions, and the criteria used in assessing the participants' achievement of module objectives. (Author/HLM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

HARD COPY NOT AVAILABLE

ED181341

MODULE 8

SPECIFYING PROCESS OBJECTIVES

Barbara Pletcher

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

A. I. R.

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Developed at the American Institutes for Research, under support by the United States Office of Education, Department of Health, Education, and Welfare under Part C of the Vocational Education Act of 1963.

August 1975

Reprinted with minor revisions, July 1978

CG 014053

ISBN 0-89785-558-2

Illustrations in this module are by Jurgen Wolff. Editorial work is by Charles Dayton and Phyllis DuBois.

This module builds on cooperative staff development activities of:

Mesa Public Schools; Mesa, Arizona,
Fremont Union High School District; Sunnyvale, California,
Santa Clara County Superintendent of Schools Office; San Jose, California, and
American Institutes for Research; Palo Alto, California

Support for these efforts was received through the United States Office of Education, Department of Health, Education, and Welfare under Part C of the Vocational Education Act of 1963 and Title III of the Elementary and Secondary Education Act of 1965. Points of view or opinions stated do not necessarily represent U.S.O.E. position or policy.

TABLE OF CONTENTS

Page

INTRODUCTION

Introductory Activity ---------- 1
Module Goal and Outcomes ---------- 2
Module Outline ---------- 3
Model and Module 8 ---------- 4
Glossary ---------- 6

TEXT

Writing Process Objectives ---------- 7
Discussion - Writing process objectives ---------- 18
Activity 1 - Writing elements of process objectives -- 19
Part A - tasks ---------- 19
Part B - conditions ---------- 21
Part C - criteria ---------- 23
Assigning Responsibility for Process Objectives ---------- 25
Activity 2 - Using checklists ---------- 34
Part A - skills checklist ---------- 34
Part B - skills checklist for personnel --------- 37
Scheduling Process Objectives ---------- 40
Activity 3 - Scheduling process objectives ---------- 49
Part A - time, task, and talent charts ---------- 49
Part B - PERT networks ---------- 53

Summary ---------- 55

POSTASSESSMENT ---------- 56
APPLICATION ---------- 61
APPENDIX
Optional Group Simulation Description ---------- 63
References ---------- 65
COORDINATOR'S GUIDE

INTRODUCTORY ACTIVITY

Congratulations! You have been awarded a two-week, all-expenses paid trip to Hawaii. To qualify for this award, we ask only that you travel by airplane and taxi and that you arrive on the doorstep of your hotel exactly 30 days from today. Please list below all of the things that you or someone else will need to do to get ready for the trip.

YOUR LIST

MODULE GOAL AND OUTCOMES

Module Goal

To show you what process objectives are and why they are written and to provide you with the skills to develop and use them.

*Module Outcomes**

When you have successfully completed this module, you will be able to

1. List the advantages of writing process objectives.
2. List process objectives which must be performed in order to implement a given strategy.
3. Assign staff members to carry out process objectives by matching available staff skills with needed skills to accomplish the objectives.
4. Schedule process objectives by use of PERT and by use of time, task, and talent analyses.
5. Incorporate process objectives into planning activities at your school or district.

*The criteria for attainment of the outcomes are available in the Coordinator's Guide for Module 8.

MODULE OUTLINE

Approximate Time	*Activity*	*Outcomes*
1 hour	Introduction A brief game. The coordinator will explain the structure and purposes of the module. Questions and discussion included. Tape-slide presentation.	1
3½ hours	Text Reading sections on "Writing Process Objectives," "Assigning Responsibility for Process Objectives," and "Scheduling Process Objectives." Discussions and practice activities follow each reading.	1-4
1½ hours	Application Planning for the use of your acquired knowledge and skills in your own setting.	5
30 minutes	Wrap-Up Postassessment to verify your understanding of the module information. Final questions resolved; additional resources discussed.	1-5

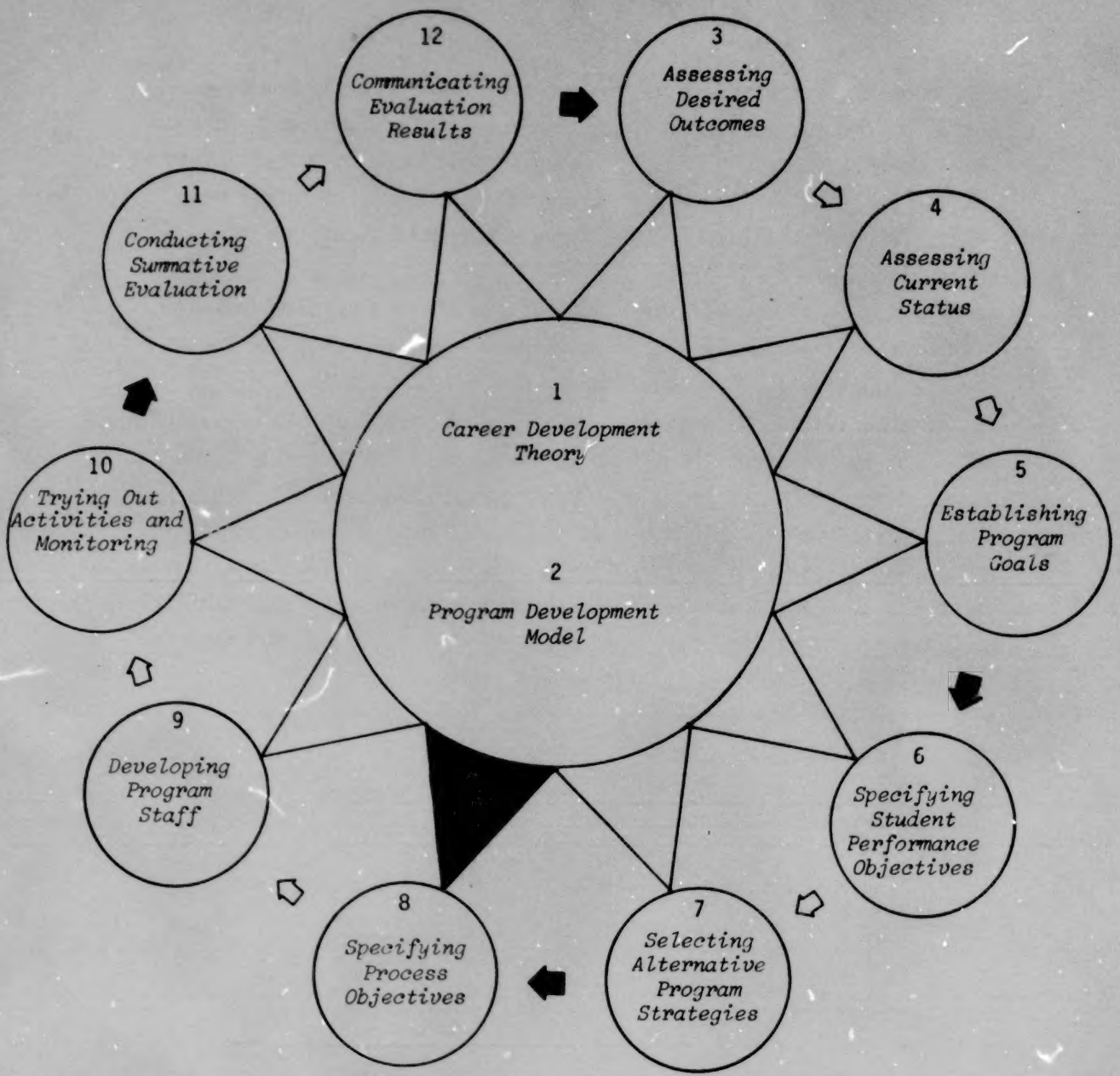
Module 8 is the first of three Phase 3 modules. This module builds on the outcomes of Phases 1 and 2 and is designed to help you break down the career guidance strategies developed in Module 7 into smaller units called process objectives. Module 8 also introduces you to techniques for scheduling process objectives and assigning staff members to them.

In Module 9, you will use your process objectives to help you plan a staff development program. In Module 10, you will use these process objectives to try out your program.

The activities described in Modules 7, 8, and 9 are interrelated and might be performed in varying sequences. In one situation, you might select program strategies (Module 7), write, schedule, and assign staff members to process objectives (Module 8), and plan staff development activities (Module 9), in that order. In another situation, you might select program strategies on the basis of available staff competencies. In this case, some of the procedures described in Modules 8 and 9 would precede those described in Module 7.

A Model for Developing

Comprehensive Career Guidance Programs



GLOSSARY

Activity - A task.

Condition - The part of a process objective that places specific restrictions on a given task or specifies methods to be used in carrying out a given task. The most common condition statement is an estimate of task duration.

Criteria - The part of a process objective that tells how the completion of the task will be verified. Often, the criteria is a specified date of completion.

Event - As used in PERT terminology, an event is a completed task.

Job - A process objective.

Process Objective - A task, performed by a staff member under certain conditions and measured by specified criteria, that must be carried out in order to achieve a given strategy.

Schedule - Start and completion dates assigned to process objectives.

Slack - As used in PERT terminology, extra time intentionally or unintentionally available in a schedule.

Strategy - Approach or intervention employed by guidance personnel to help students attain their objectives.

Task - One of several activities that must be done in order to carry out a given strategy.

WRITING PROCESS OBJECTIVES

A. *Definition*
B. *Purposes of process objectives*
C. *Resources to consult*
D. *Hints for developing process objectives*
   1. *Task element*
   2. *Condition element*
   3. *Criteria element*

What Are Process Objectives?

Process objectives define activities which must be carried out in order to implement a given strategy. To communicate these activities as clearly as possible, four elements are usually included in each process objective. The four elements are:

Elements of a Process Objective

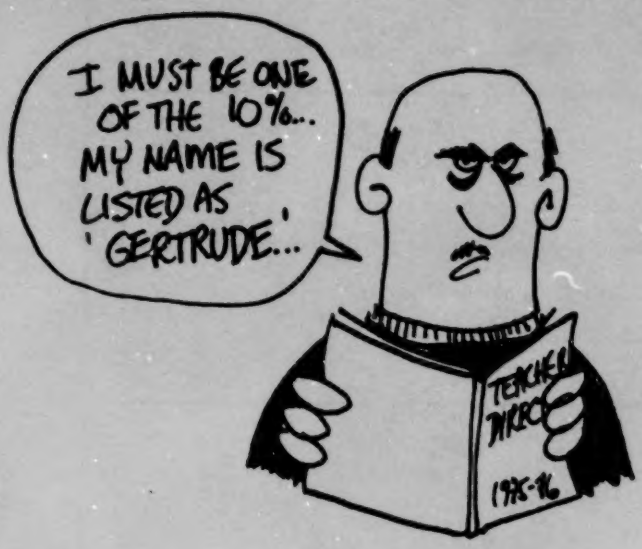
1. a task
2. conditions under which the task will be performed
3. criteria for determining that the task has been completed
4. individual responsible for carrying out the task

Discussion of the fourth element will occur in the next section of the module. For now let's concentrate on the first three.

These three elements may be described in narrative form as in Example 1 below or in chart form as in Example 2 on the next page.

Example 1

> By 15 January 1976, five staff members, after having worked together for three months using data supplied and approved by 90% of this school's staff, will distribute to all fellow staff members a teacher directory of between 10 and 20 pages.



Example 2

TASK	CONDITION(S)	CRITERIA
Distribute to all fellow staff members a teacher directory of between 10 and 20 pages	after having worked together for three months using data supplied and approved by 90% of this school's staff	by 15 January 1976

In this module, we will use the chart form. This form emphasizes the presence of all three elements of the completed process objective and facilitates later staff assignment and scheduling procedures.

Why Are Process Objectives Written?

Process objectives are crucial to program success. Writing these objectives can help you clarify your thinking, communicate your ideas, and manage your program.

Listing the Obvious

Process objectives can help you clarify your thinking. When you begin writing process objectives, you may feel that you are listing obvious steps required to complete a given strategy. Perhaps this is the case. More often than not,

however, what is obvious to you will not be so obvious to the next person, and what is obvious to the next person may not yet have occurred to you. Writing and reviewing process objectives with a group is a good way to make sure that you do not overlook important activities.

Recognizing Incompatibilities

While writing process objectives, you may also recognize serious incompatibilities between a given strategy and the context in which the strategy will be implemented. For example, the implementation of a Career Resource Center may be the right strategy for your project; but, when process objectives show that a full-time person will be needed to man the center, you may be forced to modify your previous concept of how the center should be run. To supplement the activities of the part-time person you planned to employ, you might need to train teachers to operate the center or to open the center for fewer hours than earlier anticipated.

Communicating Your Plans and Needs

Process objectives can help you communicate your ideas. Throughout the planning, implementation, and evaluation stages of your program, you will need to explain to others what you are doing. You will probably discuss your program frequently with school staff members and with students. Occasionally, you will need to enlist the help of parents, to secure the support of school board members, or to make announcements about the program to the press and to various community service groups. With the help of a well-formulated set of process objectives, you will be able to communicate to all of these people exactly what you are doing and exactly what you hope these people will do to help you.

Facilitating Program Replication

Process objectives can help facilitate program replication. Your career guidance program may well be a tremendous success! Have you thought about what you will do when someone comes and asks you how you developed such an outstanding program? A very useful way of explaining what you did would be to discuss what processes you used, how

well they worked, and what you would do differently next time. Carefully recorded process objectives can help you share details otherwise easily forgotten.

Facilitating Scheduling, Staffing, and Evaluation

Process objectives can help facilitate program management. The scheduling and staffing of program activities and the evaluation of program effectiveness are all based on the existence of process objectives. During the scheduling process (discussed later in this module), process objectives are matched with desired start and finish dates. In staffing programs (also discussed in this module). process objectives are analyzed to determine what skills will be required of program staff members. During the formative evaluation process (discussed in Module 10), completion of process objectives is verified.

Resources to Consult When Writing Process Objectives

You need not, indeed you should not, work alone when writing process objectives. Below are resources you might tap to help you write comprehensive process objectives.

Rework Old Ideas

Check activities used previously by your school or district. A good way to find out about previously developed processes is to talk with people who have been involved in implementing new programs in your school or district. Often, the activities used by these implementors will be written up and filed at your district office. Among these activities, you will probably uncover some that can help you meet your program needs.

Check activities used in other programs. It is very tempting to incorporate into your program a process used successfully elsewhere. Before doing this, consider the differences and similarities between the two programs and modify interesting activities accordingly. You can read about activities used by other programs in professional journals, in association newsletters, and in documents filed in the ERIC system. Meetings with representatives of other

programs and visits to these program sites may also provide you with in-depth information on successful and unsuccessful activities.

Brainstorm

Consult program staff, students, and parents. Because of their unique experiences, interests, and concerns, staff members, students, and parents may be able to help you generate process objectives. Since staff members, in particular, will continue to be involved with your program, it is important that they be given a say in the process objectives they will later be called upon to implement.

Refer to this module. To aid you in your brainstorming efforts, the elements of a carefully written process objective are explored in detail in the next section, "Hints for Developing Process Objectives."

Hints for Developing Process Objectives

The following hints are designed to help you write comprehensive process objectives. Tasks, conditions under

which the tasks will be performed, and criteria for determining that the tasks have been completed are all discussed in this section.

Element 1: The task

Consider the Context

Tasks may differ in content and in level of specificity according to the context in which they are to be implemented.

For many strategies, the tasks you generate will relate to materials, facilities, transportation, and communication.

Tasks in the area of materials might include creating, adopting, or adapting textbooks, audiovisual aids, or worksheets. Materials will also need to be located, approved, ordered, organized, stored, and replenished.

Tasks in the area of facilities might include locating the facility, obtaining permission to use the facility, and arranging furniture and other equipment to meet strategy requirements.

Transportation tasks will be important when students take field trips or when the outside speakers are part of the strategy. In these cases, buses may need to be ordered, car-pools arranged, or public transportation investigated.

Most strategies will benefit from frequent communication between students, parents, teachers, and involved community members. Tasks will often specify ways for these groups to learn about or to participate in specific strategies.

These four areas are listed as examples; many others may be added. A more specific example may clarify the process. If your strategy were to implement a Career Resource Center, your tasks might include the following:

I. Locate a facility to house the Career Resource Center
II. Locate materials for the Career Resource Center
III. Explain the use of the center to teachers

IV. Explain the use of the center to students
V. Schedule students to use the center
VI. Operate the Career Resource Center
VII. Evaluate the effectiveness of the center

However, if your district were well funded, you might replace task I with "Begin construction of a career-guidance center." Again, if counselors in your program had been collecting career resource materials and making contacts with community resource people over a number of years, task II above might be changed to read "Centralize separate resources."

While reading the seven tasks listed above, it may have occured to you that those tasks could be divided into smaller units. For example, Task VI, operate the center, could be broken down into such sub-tasks as these:

Sub-tasks

VI, A. Show students how materials are classified
VI, B. Maintain a climate conducive to learning
VI, C. Discuss findings with individual students
VI, D. Refer student to sources outside the center
VI, E. Provide students with paper and pencils

Even Task VI, B above, "maintain a climate conducive to learning" could be broken down into such sub-tasks as

VI, B, 1 Reshelve materials as quickly as possible
VI, B, 2 Develop interesting bulletin boards
VI, B, 3 Keep learning noise at a reasonable level

In the above examples, items I through VI could be thought of as the tasks, items VI, A through VI, E as the sub-tasks, and items VI, B, 1 through VI, B, 3 as the sub-sub-tasks. For the sake of simplicity, in this module we will consider all of these items to be tasks, regardless of their level of specificity.

The fact remains that tasks can be generated at greater and greater levels of specificity. There are several schools of thought regarding the level of specificity required when listing tasks.

Levels of Task Specificity

- One theory suggests that you stop listing tasks once responsibility for attaining a task has been delegated. At this point, it is up to the staff-member in charge to accomplish the task as he sees fit. Proponents of this method feel that it allows for creative initiative on the part of the assigned staff member. Even when this approach is adopted, many people caution the program planner to keep more specific tasks in mind should the staff member in charge ask for more help or direction.
- Another theory recommends that you stop listing tasks when you have reached a routine level of specificity. For example, task V above, "Schedule students to use the center," may be at the perfect level of specificity for a social studies chairman who has had experience incorporating new activity schedules into his program. On the other hand, a chairman with less experience working with new activity schedules would probably benefit from a listing of more specific tasks related to the scheduling process.
- A third theory suggests that you stop listing tasks once you reach a level of specificity that will probably never be evaluated. For example, task VI, E above, "provide students with paper and pencil," would probably not be tapped in a program evaluation.

The best advice we can give you about determining levels of task specificity is to rely on your common sense and on the ideas of people who are familiar with the settings in which your program will be implemented. If you are afraid that certain tasks will be difficult to achieve, then break them down into greater levels of specificity. If a task is already a routine school procedure or if it is bordering on the trivial, then allude to this task at a general level, but don't bother to isolate it.

Element 2: Conditions under which the task will be performed

Condition statements may be added to process objectives when you wish to place restrictions on, or to recommend the use of, certain methods in carrying out a given task.

A Time Estimate

The most common condition statement is an estimate of the amount of time each task will require. Whenever possible, the person most familiar with the task or the person who will be carrying out the task should be asked to provide this estimate. The time estimate listed in the condition element of the process objective will be important in the scheduling process discussed later in this module.

Further Task Clarification

Sometimes, you will feel the need for additional condition statements to further define your stated task. For example, you might wish to specify whether the person carrying out a certain task

- will work alone or in a group
- will receive help from a consultant or a guide book or
- will contact others in person, by phone or by letter.

CAUTION: Condition statements other than task duration should be used only when you feel that a task could not be performed correctly without the condition(s) being expressly stated.

This caution is included because poorly written condition statements have a tendency to border on the trivial. For example, the conditions used for the process objective below would probably be an insult to the intelligence of the person carrying out the task.

TASK	CONDITION(S)
Locate filmstrip	with help of the audio-visual coordinator by reading audio-visual catalog by asking fellow teachers

Element 3: Criteria for determining that the task has been completed

The criterion element of a process objective is written to verify that the task actually took place. It is *not* designed to verify the quality of the product produced by the process. For example, in the following *process objective*, the length of the teacher directory is not considered a criterion element.

Example 3:

TASK	CONDITION(S)	CRITERIA
Distribute to all fellow staff members a teacher directory of between 10 and 20 pages	after having worked together for three months using data supplied and approved by 90% of this school's staff	by 15 January 1976

A criterion element for a process objective often requires that

- participants or observers verify the completion of the task
- specified numbers of people participate in the task
- the task be completed by a certain date.

Date of Completion

By far the most commonly used criterion is the date of completion. This date might be exact for some tasks and relative for others. For example, the date of completion for a teacher in-service program could be anytime *before* the program was to be implemented with students. However, the completion date of the evaluation phase of the program may have been set at *July 1* by the district research office. In all cases, the date or relative date of completion should reflect deadlines you hope to meet or deadlines imposed upon you by outside sources.

*DISCUSSION - WRITING PROCESS OBJECTIVES**

1. Review the reasons for writing process objectives discussed at the beginning of this section. Do you find these convincing? Which make most sense? Least? What other arguments for or against writing process objectives do you find compelling?
2. Have process objectives or their equivalent been used at your school/setting before? If yes, how did they work? Did you use a different name for them? How might you build on them now?
3. What *resources* could be brought to bear on mapping out a useful set of process objectives at your school/setting? What people? Past examples? Examples from other settings?
4. What are your thoughts on the most useful level of detail to strive for in process objectives? Is the danger greater of their being too detailed or not detailed enough? What types of information can they most usefully spell out?

*If you are not working in a particular setting and would like a hypothetical setting with which to think through these questions, turn to the "Optional Group Simulation Description" located in the Appendix.

Part A - Tasks

Divide into groups of from three to five participants. Whenever possible, all members of your group should be from the same school or district. Generate tasks that would need to be performed to show the filmstrip "I Can" to a first grade class in a school in your district. Use the worksheet provided to record your tasks. Be sure that you include materials, facilities, transportation, and communication tasks wherever they are appropriate. Discuss your list with other members of your group and arrive at a group list.

After 15 minutes, ask a member of your group to write your group's list on the board. Compare your group's list with lists generated by other groups. With the entire group discuss,

- differences in task lists due to levels of specificity
- differences in task lists due to school settings
- tasks generated in areas other than materials, facilities, transportation, and communication
- participants' questions.

Now return to your small groups for Part B of this exercise.

PROCESS OBJECTIVES WORKSHEET

Strategy Show filmstrip "I Can"

Grade Level 1

TASKS	

Part B - Conditions

In your small group, generate possible conditions under which the tasks on the following worksheet might be performed in your school or district. Often, the only condition statement necessary will be the estimated duration of each task. Discuss your condition statements with other members of your group and arrive at a group list of conditions.

After 15 minutes, ask a member of your group to write your group's list on the board. Compare your group's list with the lists generated by other groups. With the entire group discuss,

- differences in time estimates
- differences in condition statements other than time estimates
- participants' questions

Now complete Part C of this exercise.

PROCESS OBJECTIVES WORKSHEET

Strategy Career Resource Center

Grade Level 4-9

TASKS	CONDITION(S)	
locate materials for center		
locate facility to house center		
explain use of center to teachers		
explain use of center to students		
operate center		
schedule students to use center		
evaluate center operation		

ACTIVITY 1

Part C - Criteria

Work by yourself this time. List possible criteria for each task on the attached worksheet. Generate criteria as though the task were to be performed in your school or district. Assume that today's date is 1 October, that you are to have your Career Resource Center in operation by 25 January, and that your evaluation report must be completed by 1 May. When possible, assign specific completion dates to the tasks listed. When it is not possible to assign specific dates, merely write that the task should come before, after, or at the same time as another of the tasks listed.

Compare the criteria you generated with criteria generated by other members of your small group. Attempt to arrive at a set of criteria acceptable to the entire group.

After 15 minutes, choose one member of your group to write criteria your group agreed upon on the board. Compare your criteria with those criteria generated by other groups. With the entire group discuss,

- differences in completion dates
- differences in criteria other than completion dates
- participants' questions
- confusion between process and product criteria

PROCESS OBJECTIVES WORKSHEET

Strategy Career Resource Center

Grade Level 4-9

TASKS	CONDITION(S)	CRITERIA	
locate materials for center	write publisher, visit other sites ERIC 16 weeks		
locate facility to house center	 4 weeks		
explain use of center to teachers	3 faculty meetings 3 weeks		
explain use of center to students	in person 1 week		
operate center	one-to-one attention 17 weeks		
schedule students to use center	 2 weeks		
evaluate center operation	use questionnaires 4 weeks		

ASSIGNING RESPONSIBILITY FOR PROCESS OBJECTIVES

A. Determining minimum skill levels
B. Determining staff skill levels
C. Matching staff skills with program needs

At the beginning of the last section, we mentioned that the fourth part of a process objective would be discussed later. Now is the time. Once the tasks, conditions, and criteria are spelled out, the next consideration is who will be responsible for carrying out the task.

When matching staff members to specific process objectives, you will need to determine

- the minimum skill levels needed to carry out each process objective
- who on your staff possesses these skills at the desired levels
- what matches are possible between performer skills and program needs

Use Process Objectives

Determine Minimum Skill Levels

Before a strategy or process objective has been carried out at least once, it is difficult to determine exactly what skills will be required to complete it successfully. However, using the tasks, conditions, and criteria already generated for each process objective, it is possible to infer what these skills might be. The following Skills Checklist is designed to help you make such inferences. This checklist will be most effective if it is used by staff members who have been involved in planning your program or by staff members who have had previous experience carrying out process objectives similar to the ones you are contemplating.

The skill areas and the representative skill verbs included in this checklist *are not meant to be all inclusive.* Rather, they are intended to guide your thinking as you determine what skills are necessary for carrying out specific process objectives. You will want to modify this checklist to fit your personal preferences and your program needs. For this purpose, more detailed skills lists are included in the Activity which follows this section. These checklists may suggest to you important areas that might be included on your Skills Checklist.

Using the Checklist

To use this checklist, place your Process Objectives Worksheet for a given strategy alongside the chart and rate each process objective according to the minimum skill level you and your co-workers feel will be necessary to carry out the objective successfully. A score of 1 means that this skill will rarely be required when carrying out the adjacent process objective. A score of 3 means that this skill will routinely be required when carrying out the process objective.

Determine Staff Skill Levels

Skills Checklist for Personnel on p. 28 is designed to help you determine the competency and interest of staff members in specific skills areas. It can be used with all guidance staff members, including counselors, classroom teachers, paraprofessionals, consultants, parents, administrators and students. Module 9 discusses the involvement of these people in program strategies.

The skill areas and the representative skill verbs included in this checklist are not meant to be all inclusive. You should adjust the areas on this checklist to match the skill areas you chose to include on your Skills Checklist.

Using the Checklist

This checklist includes separate rating scales for staff members' interest and ability. On the interest scale, a score of 1 means that the staff member does not

Strategy _____

To carry out this strategy, career guidance related skills in the following areas are required:

1 (rarely) 2 (sometimes) 3 (routinely)

Process Objective	Information Gathering (locate, learn about)	Teaching (demonstrate work with students)	Public Relations (publicize, invite, recruit)	Supervision (coordinate schedule, provide)	Development (create, establish procedures)	Analysis (evaluate, verify)		Add Other Skill Areas
	1	1	1	1	1	1	1	1
	2	2	2	2	2	2	2	2
	3	3	3	3	3	3	3	3
	1	1	1	1	1	1	1	1
	2	2	2	2	2	2	2	2
	3	3	3	3	3	3	3	3
	1	1	1	1	1	1	1	1
	2	2	2	2	2	2	2	2
	3	3	3	3	3	3	3	3
	1	1	1	1	1	1	1	1
	2	2	2	2	2	2	2	2
	3	3	3	3	3	3	3	3
	1	1	1	1	1	1	1	1
	2	2	2	2	2	2	2	2
	3	3	3	3	3	3	3	3
	1	1	1	1	1	1	1	1
	2	2	2	2	2	2	2	2
	3	3	3	3	3	3	3	3
	1	1	1	1	1	1	1	1
	2	2	2	2	2	2	2	2
	3	3	3	3	3	3	3	3
Average Skill Score								

SKILLS CHECKLIST FOR PERSONNEL

Staff Member's Name _____

On Interest Scale circle:

1 If don't want to perform skill

2 If willing to perform skill occasionally

3 If willing to perform skill routinely

On Ability Scale circle:

1 If constant supervision needed to perform skill

2 If some supervision needed

3 If almost no supervision needed

Information Gathering (locate, learn about)		Teaching (demonstrate, work with students)		Public Relations (publicize, invite, recruit)		Supervision (coordinate, schedule, provide)		Development (create, establish procedures)		Analysis (evaluate, verify)		Add Other Skill Areas			
INTEREST	ABILITY	INTEREST	ABILITY	INTEREST	ABILITY	INTEREST	ABILITY	INTEREST	ABILITY	INTEREST	ABILITY	INTEREST	ABILITY	INTEREST	ABILITY
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3

want to perform the skill. A score of 3 indicates that the staff member would enjoy performing the skill routinely. On the ability scale, a score of 1 signifies that the staff member would need constant supervision in order to carry out tasks requiring that skill. A score of 3 signifies that the staff member would need almost no supervision in order to carry out tasks requiring the skill.

Gathering Personnel Information

You may choose to gather information for the Skills Checklist for Personnel in one or all of the following ways:

Talk with other staff members. Previous supervisors or co-workers of potential career guidance program staff members are often well qualified to assess staff members' capabilities and performance. If you know the supervisor or the co-worker personally, you will probably receive quite candid information when using this method.

Testing

Test the staff member. Psychological and aptitude tests can provide objective measures of staff members' abilities and interests. Observing a staff member working at tasks for which s/he might later be responsible is also a good indicator of the staff member's ability. Test situations, however, must be approached with caution. Test-wise staff members and staff members who are easily intimidated by a testing situation will often present unreliable scores. In addition, it may be difficult to find tests that measure exactly the skills or combination of skills required by your program.

Interviewing

Interview the staff member. A personal interview can provide both the program planner and the staff member with a chance to probe areas of concern. When conducting such an interview, the planner must be careful to prevent her/his personal biases from influencing his ratings of the candidate.

I'M SORRY, MISS LaTOOLE, BUT YOUR 2 YEARS WITH THE FOLLIES DOESN'T NECESSARILY QUALIFY YOU TO DIRECT OUR PRODUCTION OF "PETER RABBIT"!

Trust your first-hand knowledge. If you already have worked with a staff member, you probably have strong feelings about her/his abilities and interests. However, you may not yet know all the skills or interests the staff member possesses because s/he might not have been called upon to demonstrate these skills or interests in her/his current position.

Personal Knowledge

Have the staff member rate himself. Recent studies have shown that job applicants can rate their skill levels with surprising accuracy. Asking each staff member to rate his ability and interest in the skill areas on the checklist may well be as reliable and as efficient a procedure as any listed here.

Self-Rating

Match Staff Skills with Program Needs

After you have completed a Skills Checklist for Personnel for available staff members and a Skills Checklist for each program strategy, you are ready to match staff members with specific process objectives or strategies. During the matching process, you should keep the following questions in mind.

Is the staff member available? You will probably want to make most of your assignments from among current staff members. Outside time commitments, high fees, and/or lack of interest in your program may, however, make certain of these staff members unavailable. If a staff member seems indispensible to your program, you may need to rewrite certain process objectives to accommodate her/his needs. For example, a counselor with

Availability

previous experience in career guidance might be working full-time at another school in your district. Although this counselor would be unavailable to you on a daily basis, you might make provisions to hire him as a part-time consultant.

Overlap

Do process objective assignments overlap? Experience in carrying out process objectives in the beginning phase of a strategy might make a person more qualified to carry out process objectives in later phases of the same strategy. This is often the case in a simple strategy where experience in obtaining materials and setting up a program might qualify a staff member to coordinate the program. For example, locating a filmstrip, previewing a filmstrip, presenting the filmstrip to the class, and conducting a class discussion about the filmstrip could, under most circumstances, be done efficiently by the same person.

Another type of overlap can develop if one staff member is asked to handle similar process objectives for different strategies. For example, a secretary who has handled busing arrangements for one strategy will probably be the best person to handle such arrangements for all strategies, possibly at the same time.

Tentative Matching

What happens if staff members and needs don't match? After a preliminary matching attempt, you will be able to determine which of your staff members are already qualified to carry out specific process objectives. Where a satisfactory match between staff members and needs doesn't exist, you have determined an area of needed inservice training. This topic is discussed in detail in Module 9. If no staff members seem even potentially qualified to carry out a specific process objective, you

may need to rewrite the objective in question or consider hiring an outside person. Module 9 explores other options to consider when staff members and needs don't match.

ACTIVITY 2 - USING CHECKLISTS

Part A - Skills Checklists

With a group of participants from your school or district, modify the Skills Checklist provided so that it includes skill areas relevant to implementing a Career Resource Center in your school or district.

After modifying the Skills Checklist to fit your needs, determine the minimum level of skill needed to carry out the Career Resources Center Strategy. Compare the skill levels you circle with those levels circled by other members of your group. Reach a group consensus as to the skill levels and ask one member of your group to place your group's areas and levels on the board.

Compare your group's findings with the findings of other groups and determine why the scores and the areas differed in some cases. Discuss any questions you have with the entire class.

After your discussion, return to your groups and complete Part B of the exercise.

PROCESS OBJECTIVES WORKSHEET

Strategy Career Resource Center

Grade Level 4-9

TASKS	CONDITION(S)	CRITERIA	
locate materials for center	write publisher, visit other sites ERIC 16 weeks	enough materials to open by 25 January	
locate facility to house center	 4 weeks	before scheduling	
explain use of center to teachers	3 faculty meetings 3 weeks	before students receive explanation	
explain use of center to students	in person 1 week	before students come to center check teachers explanation	
operate center	one-to-one attention 17 weeks	begin 25 January	
schedule students to use center	 2 weeks	before operation	
evaluate center operation	use questionnaires 4 weeks	by 1 May	

Strategy _____

To carry out this strategy, career guidance related skills in the following areas are required:

1 (rarely) 2 (sometimes) 3 (routinely)

Process Objective	Information Gathering (locate, learn about)	Teaching (demonstrate work with students)	Public Relations (publicize, recruit)	Supervision (coordinate schedule, provide)	Development (create, establish procedures)	Analysis (evaluate, verify)	Add Other Skill Areas	
	1	1	1	1	1	1	1	1
	2	2	2	2	2	2	2	2
	3	3	3	3	3	3	3	3
	1	1	1	1	1	1	1	1
	2	2	2	2	2	2	2	2
	3	3	3	3	3	3	3	3
	1	1	1	1	1	1	1	1
	2	2	2	2	2	2	2	2
	3	3	3	3	3	3	3	3
	1	1	1	1	1	1	1	1
	2	2	2	2	2	2	2	2
	3	3	3	3	3	3	3	3
	1	1	1	1	1	1	1	1
	2	2	2	2	2	2	2	2
	3	3	3	3	3	3	3	3
	1	1	1	1	1	1	1	1
	2	2	2	2	2	2	2	2
	3	3	3	3	3	3	3	3
	1	1	1	1	1	1	1	1
	2	2	2	2	2	2	2	2
	3	3	3	3	3	3	3	3
Average Skill Score								

Part B - Skills Checklist for Personnel

On the attached Skills Checklist for Personnel, modify the skill areas to match the Skills Checklist areas you generated in Part A of this exercise. Then have each person in your group complete a Skills Checklist for Personnel about her/himself. Pool the checklists and determine who in your group should be assigned to the process objectives you rated in Part A of this exercise. You may assign one member of your group to carry out the entire strategy, or you may assign different members of your group to different process objectives. Explain the assignments made by your group to the entire class or workshop. Discuss the assignments made by each group in terms of

- interests of staff members
- availability of staff members
- ability of staff members
- overlap of process objectives
- other participant questions

SKILLS CHECKLIST FOR PERSONNEL

Staff Member's Name _____

On Interest Scale circle:

1 If don't want to perform skill

2 If willing to perform skill occasionally

3 If willing to perform skill routinely

On Ability Scale circle:

1 If constant supervision needed to perform skill

2 If some supervision needed

3 If almost no supervision needed

Information Gathering (locate, learn about)		Teaching (demonstrate, work with students)		Public Relations (publicize, invite, recruit)		Supervision (coordinate, schedule, provide)		Development (create, establish procedures)		Analysis (evaluate, verify)		Add Other Skill Areas			
INTEREST	ABILITY	INTEREST	ABILITY	INTEREST	ABILITY	INTEREST	ABILITY	INTEREST	ABILITY	INTEREST	ABILITY	INTEREST	ABILITY	INTEREST	ABILITY
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3

PROCESS OBJECTIVES WORKSHEET

Strategy Career Resource Center

Grade Level 4-9

TASKS	CONDITION(S)	CRITERIA	
locate materials for center	write publisher, visit other sites ERIC 16 weeks	enough materials to open by 25 January	
locate facility to house center	 4 weeks	before scheduling	
explain use of center to teachers	3 faculty meetings 3 weeks	before students receive explanation	
explain use of center to students	in person 1 week	before students come to center check teachers explanation	
operate center	one-to-one attention 17 weeks	begin 25 January	
schedule students to use center	 2 weeks	before operation	
evaluate center operation	use questionnaires 4 weeks	by 1 May	

SCHEDULING PROCESS OBJECTIVES

A.	*Purposes of scheduling*
B.	*Techniques*
	1. Time, task, and talent charts
	2. PERT

Why Schedule Process Objectives?

Scheduling refers to the assignment of desired start and finish dates to all process objectives. Careful scheduling of process objectives will allow you to resolve conflicting time estimates, to monitor your program, and to make coherent reports on program progress.

Resolving Conflicts

During the scheduling process, you will need to resolve conflicting task duration and task completion dates. To help you resolve such conflicts, you may want to

- assign an additional performer to shorten the time needed to complete a key task
- modify or eliminate certain tasks

- modify the condition and/or the criterion element of certain tasks or
- allow certain tasks to begin before previous tasks have been completed

Although many time conflicts will be resolved before the program is tried out, some time conflicts are sure to appear as the program is implemented. When these conflicts appear, the program director will need to decide once again which process objectives to modify or eliminate and to which process objectives extra staff members should be assigned.

Answering Questions

As the program implementation phase proceeds, performers and outside observers will probably ask about program progress. To answer these questions, a program director can compare her/his schedule with the actual completion dates of certain process objectives. This comparision should enable the director to present a coherent picture of progress made by the program to date.

How are Process Objectives Scheduled?

In this module, we will discuss two commonly used scheduling techniques: time, task, talent charts and PERT (Program Evaluation and Review Technique) networks.

Sequencing

In preparation for using either of these scheduling techniques, you should sequence the process objectives you generated for each strategy. A simple way of doing this is to cut each process objective into a separate strip. These separate strips may then be taped onto another piece of paper in the order that they will probably take place. The completion dates listed in the criterion element of each process objective should help you accomplish this task.

Time, Task, Talent Charts

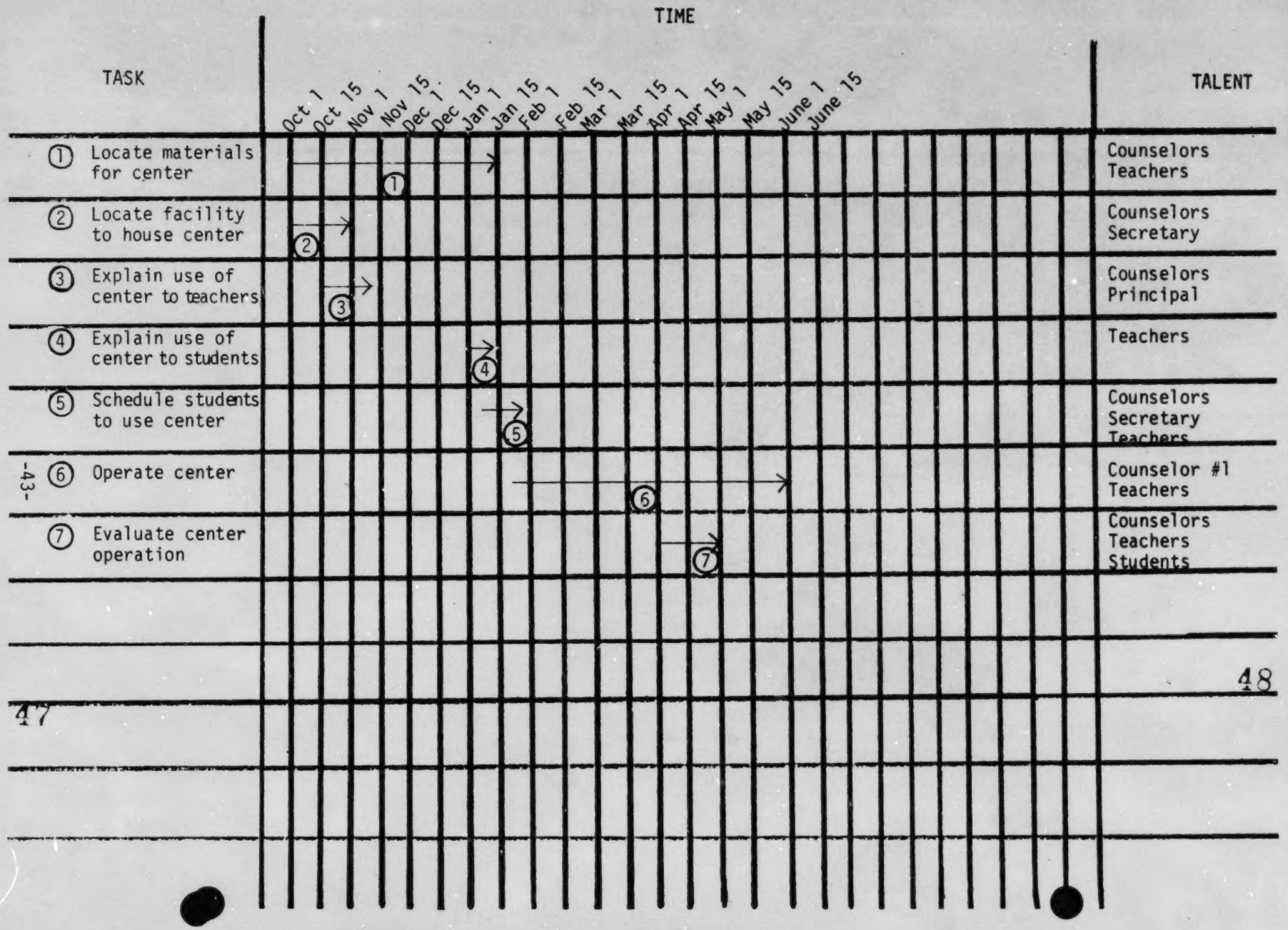
Time, task, talent charts are most useful in representing the basic tasks of a complex strategy or all the tasks of a less complex strategy.

A time, task, talent chart is essentially a graph on which tasks are plotted over time. The time units on the graph are selected according to the time limits specified in the condition and the criterion elements of the process objectives. Next to each task, there is a space for the name (or title) of the staff member responsible for the task. This is the talent section of the chart.

Below is a time, task, talent chart for the Career Resource Center strategy discussed earlier in this module. On this chart

1. Arrows show the duration of the tasks
2. Circled numbers relate the task arrow to the task number
3. Circled numbers with no arrows refer to brief tasks (e.g., meetings)

(A copy of the Career Resource Center strategy worksheet is also included here for your convenience.)


TIME
TASK
TALENT
Oct 1
Oct 15
Nov 1
Nov 15
Dec 1
Dec 15
Jan 1
Jan 15
Feb 1
Feb 15
Mar 1
Mar 15
Apr 1
Apr 15
May 1
May 15
June 1
June 15
① Locate materials for center
Counselors
Teachers
② Locate facility to house center
Counselors
Secretary
③ Explain use of center to teachers
Counselors
Principal
④ Explain use of center to students
Teachers
⑤ Schedule students to use center
Counselors
Secretary
Teachers
⑥ Operate center
Counselor #1
Teachers
⑦ Evaluate center operation
Counselors
Teachers
Students

PROCESS OBJECTIVES WORKSHEET

Strategy Career Resource Center

Grade Level 4-9

TASKS	CONDITION(S)	CRITERIA	STAFF
locate materials for center	write publisher, visit other sites ERIC 16 weeks	enough materials to open by 25 January	counselors teachers
locate facility to house center	 4 weeks	before scheduling	counselors secretary
explain use of center to teachers	3 faculty meetings 3 weeks	before students receive explanation	counselors principal
explain use of center to students	in person 1 week	before students come to center check teachers explanation	teachers
operate center	one-to-one attention 17 weeks	begin 25 January	counselor teachers
schedule students to use center	 2 weeks	before operation	counselors teachers secretary
evaluate center operation	use questionnaires 4 weeks	by 1 May	counselors teachers students

PERT

For Complex Strategies

Program Evaluation and Review Technique (PERT) is useful when scheduling more complicated strategies. PERT is designed to help you recognize and meet critical deadlines. The following excerpt from *A Systems Approach to the Development of Educational Programs*[1] explains the fundamentals of PERT.

Excerpt

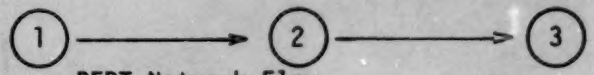
> One very practical method of creating the project design is application of the PERT (Program Evaluation Review Technique) and CPM (Critical Path Method) approach;[2] although the impact of this particular type of systems approach is yet to be felt in development of funded projects in education, it is recommended that project planners become conversant with its rationale and techniques.
>
> PERT is a management tool, not a system to replace people.
>
> Guidelines for PERT application are:
>
> ...the project must have a definite starting and ending point
>
> ...the project must be sufficiently complex to warrant the considerable time needed to plan, using PERT
>
> ...the project must have a time factor to justify the use of networking and the subsequent critical path
>
> ...PERT is best suited to one-shot projects
>
> ...PERT can be used in conjunction with other existing planning and control techniques
>
> ...PERT can be applied at any point or phase of a project
>
> To use PERT, each project step must be thought out in advance and put down on paper, step by detailed step. The five basic steps are:
>
> .1 Identify and organize objectives
> .2 Plan the project
> .3 Schedule the project
> .4 Continual Evaluation once the project is in operation
> .5 Recycle and make decisions as necessary

---

[1] Verdun Trione, *A Systems Approach to the Development of Educational Programs*, Carson City, Nev.: State of Nevada Department of Education, December 1968, pp. 43-45.

[2] The applicability of PERT to education projects was tested and proved successful in a recent project for the Greenville, Tennesse, School system.

A PERT network flows from left to right; events are numbered sequentially and no event is ever repeated. Dollar costs for each activity may be estimated and included in the network.



PERT Network Flow

PERT may use three time estimates[3] -- optimistic, most likely, pessimistic. These are calculated for an

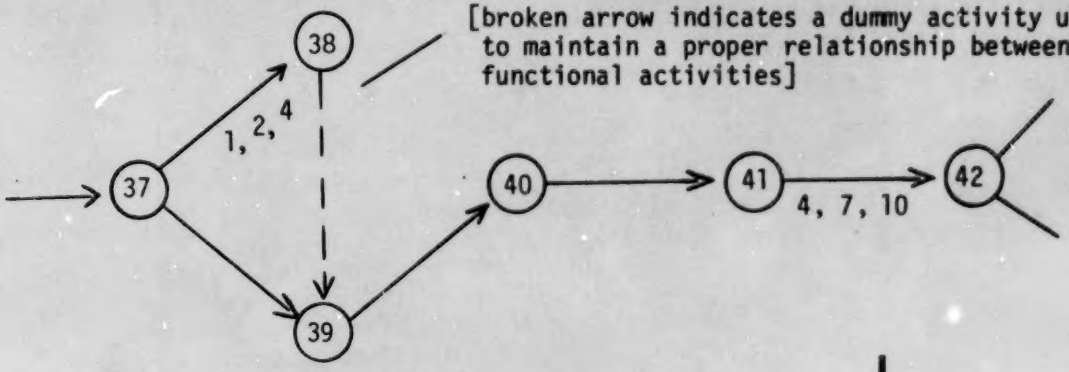
activity: work to be done in order to achieve an event; represented by an arrow ⟶

Once an activity is completed, there is an

event: an accomplishment; represented by a circle ◯

A PERT network segment showing activities and events during project implementation is illustrated in Figure II - 7.

FIGURE II - 7 SEGMENT OF A PERT NETWORK



Explanation of PERT Network Segment Above:

Event 37: Coordinator is advised to begin

Event 38: Coordinator informs vendors (1 day - optimistic; 2 days - most likely; 4 days - pessimistic)

Event 39: Coordinator advises Principal

Event 40: Principal advises teachers

[3] If no three-time elements are used, the term Critical Path Method (CPM) is employed.

Event 41: Teachers begin pupil screening (4 days - optimistic; 7 days - most likely; 10 days - pessimistic)

Event 42: Screening decisions made, pupil participant selection completed

---

It is advisable that the school district have the Project Director and Coordinator trained in this technique of project control (PERT, CPM, etc.). A working knowledge of these techniques can usually be attained through a four-five day workshop.

After the PERT network for the entire project is completed, scheduling begins. During the scheduling, actual calendar dates are substituted for the three time estimates, and the Critical Path is plotted. A PERT or CPM project plan accompanies the network and includes the following information:

1. the network numbers of predecessor and successor events in sequential order
2. the name of the activity
3. the time estimates
4. actual calendar dates
5. code designation for person(s) responsible for the activity
6. cost estimates (if any) for each activity

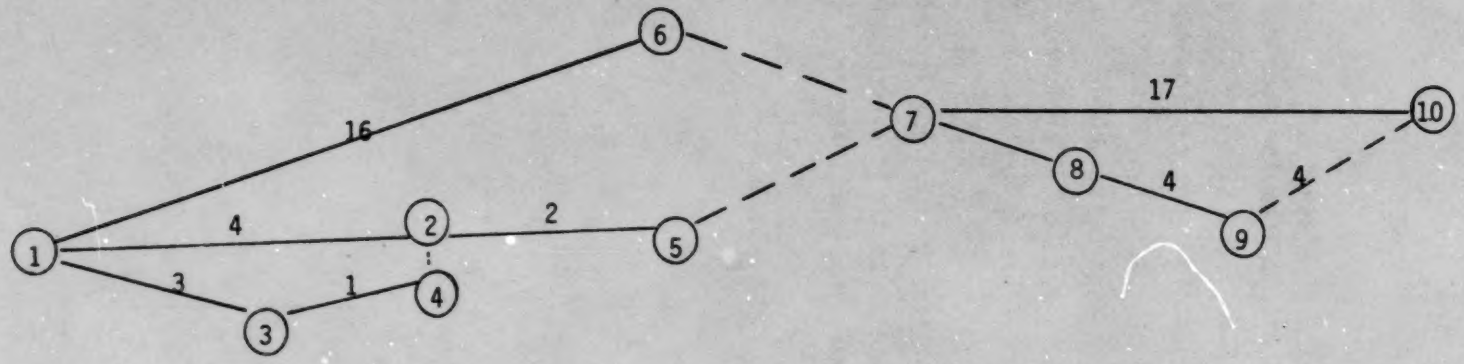
This brief introduction to PERT/CPM techniques should indicate its practicality and applicability to development of funded projects in education. School districts may wish to apply the technique principles, even if they do not feel justified in creating a completed network for the entire project. For those districts who wish to explore the possibilities of PERT/CPM application and/or to train project planners in its use, a techniques seminar or workshop led by outside consultant specialists in this field, is suggested.

(end of quote)

A PERT network for the Career Resource Center strategy discussed earlier in this module would look something like this:

PERT

Strategy Career Resource Center Time unit week



EVENTS (Completed Tasks)

1. Start
2. Resource Center facility located
3. Use of center explained to teachers
4. Use of center explained to students
5. Students scheduled to use center
6. Materials located for center
7. Center in operation
8. Begin center evaluation
9. Finish center evaluation
10. Center closed for the year

ACTIVITY 3 - SCHEDULING PROCESS OBJECTIVES

Part A - Time, Task, and Talent Charts

Divide into groups of three to five people from the same school or district. Together, sequence the Peer Counseling Strategy process objectives listed on the next page. Sequencing should be done as though this strategy were to be implemented in your school or district.

Using the attached time, task, and talent chart, schedule the process objectives according to the way they would need to be performed at your school. Do not hesitate to change performer assignments where they are inappropriate to your school setting.

After 30 minutes, have one member of your group place your time, task, and talent chart on the board and explain it to the entire group. Compare your chart with charts generated by other groups and discuss

- differences in school settings
- changes in personnel assignments
- differences in sequences
- differences in allowed task overlap
- participants' questions

After this discussion, return to your groups and complete Part B of this exercise.

PROCESS OBJECTIVES WORKSHEET.

Strategy Peer Counseling

Grade Level 9-12

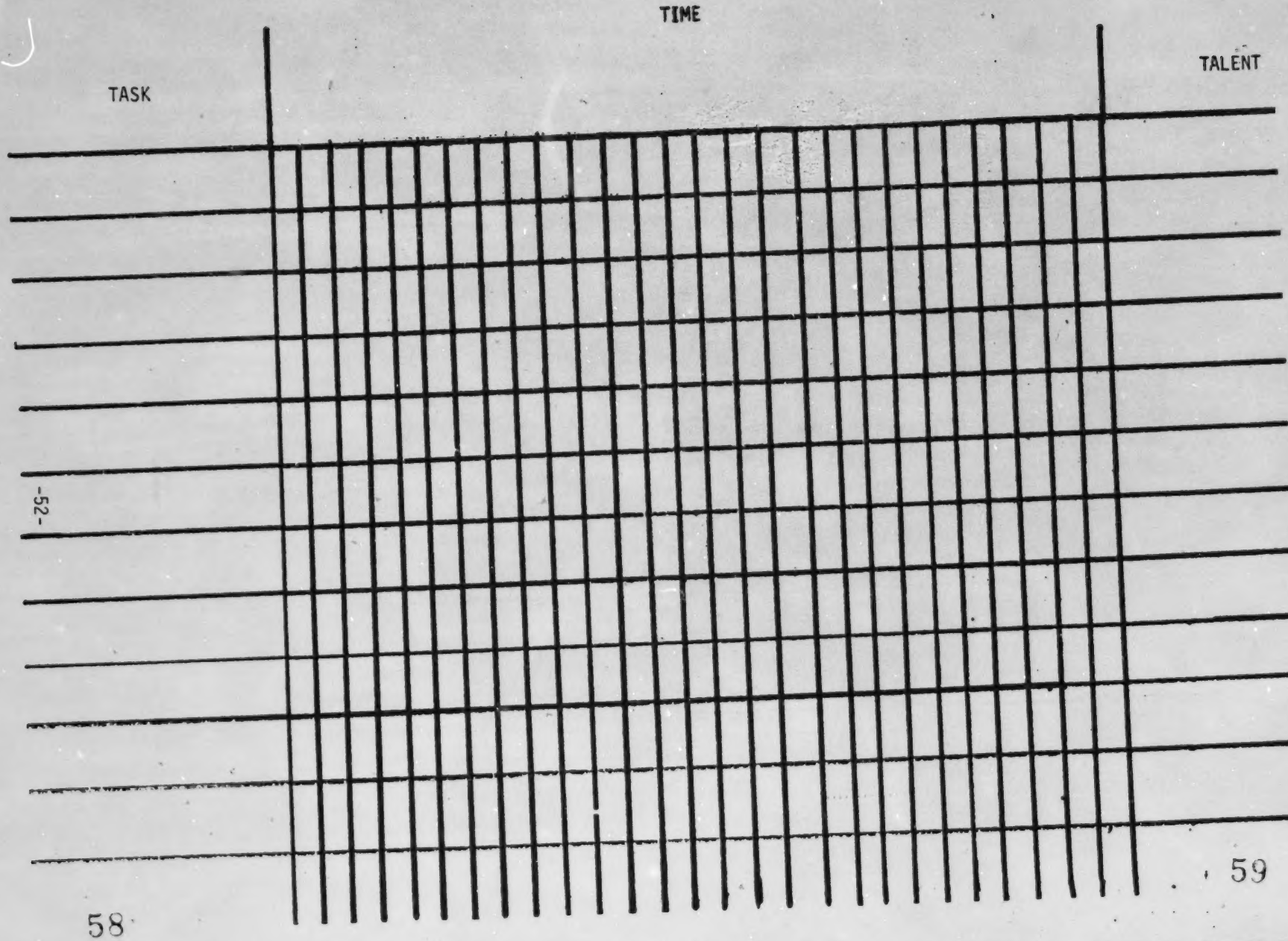
TASKS	CONDITION(S)	CRITERIA	PERFORMER(S)
Explain program to students	In home rooms 2 weeks	Before selecting participants	Teachers Counselors
Explain program to teachers	One faculty meeting	Before explain to students	Counselors Principal
Select students to be counseled	Consider parent permission 4 weeks	Before 1 Dec.	Counselors Teachers
Select students to be counselors	Consider parent permission 3 weeks	Before student training	Counselors Teachers
Gather information on peer counseling	ERIC Other schools 14 weeks	Before and during student training	Counselors Teachers
Train students to be counselors	Two meetings per week	By 1 Dec. students attend	Counselors
Schedule students for peer counseling	 2 weeks	Before 1 Dec.	Counselors Teachers

PROCESS OBJECTIVES WORKSHEET.

Strategy: Peer Counseling

Grade Level 9-12 (continued)

TASKS	CONDITION(S)	CRITERIA	PERFORMER(S)
Notify parents of program	By letter and follow up calls 4 weeks	Before 1 Dec.	Counselors Teachers Secretary
Locate rooms for counseling	In the school 2 weeks	Before 1 Dec.	Counselors Secretary
Put strategy in operation	Monitor frequently	1 Dec.	Counselors Secretary Teachers
Evaluate strategy	 8 weeks	By 1 July	Counselors Teachers Students


TIME
TASK
TALENT

ACTIVITY 3

Part B - PERT Networks

In your small groups, develop a PERT network for the same Peer Counseling Strategy you just discussed. Develop the network as though this strategy were to be implemented in your school or district.

After 30 minutes, ask one member of your group to place your network on the board and to explain it to the rest of the class/workshop. Compare your network with the networks generated by other groups. Discuss

- slack
- sequence of events
- critical path
- scheduling changes you would make as a result of this network
- problems or questions of other participants

PERT

Strategy _____ Time unit ____

EVENTS (Completed Tasks)

SUMMARY

In this module you have learned that process objectives define activities which must be carried out in order to implement a startegy. You read about the four elements of process objectives:

- tasks
- conditions
- criteria
- individual responsible

In addition to reading about process objectives, you have practiced writing them, assigning staff members to them, and scheduling them. After the Postassessment, you will have a chance to apply your knowledge and ability to your own setting.

POSTASSESSMENT

1. What four elements are included in a completed process objective?
   a.
   b.
   c.
   d.

2. List four reasons for writing process objectives.
   a.
   b.
   c.
   d.

3. List four general areas for which tasks might be generated.
   a.
   b.
   c.
   d.

4. List five methods of determining the skill level of staff members in your school district.
   a.
   b.
   c.
   d.
   e.

5. List three reasons for scheduling process objectives.
   a.
   b.
   c.

6. List two ways of scheduling process objectives.
   a.
   b.

7. Using the attached Process Objectives Worksheet, list five *major* process objectives that would need to be carried out if your school or district were to sponsor a series of lectures by representatives of small business in your community. Assume that today's date is 1 September and that the strategy is to be implemented by 15 January.

8. Compose a list which

   - Enumerates three basic procedures you would follow if you were asked to assign staff members to specific process objectives
   - Suggests at least one way of accomplishing each of the three procedures

9. Using the appropriate worksheet, develop a PERT network or a time, task, talent analysis for the lecture series strategy described in question 8 above. Use the names of people in your school or district to complete the talent portion of the time, task, talent analysis.

PROCESS OBJECTIVES WORKSHEET

Strategy _____

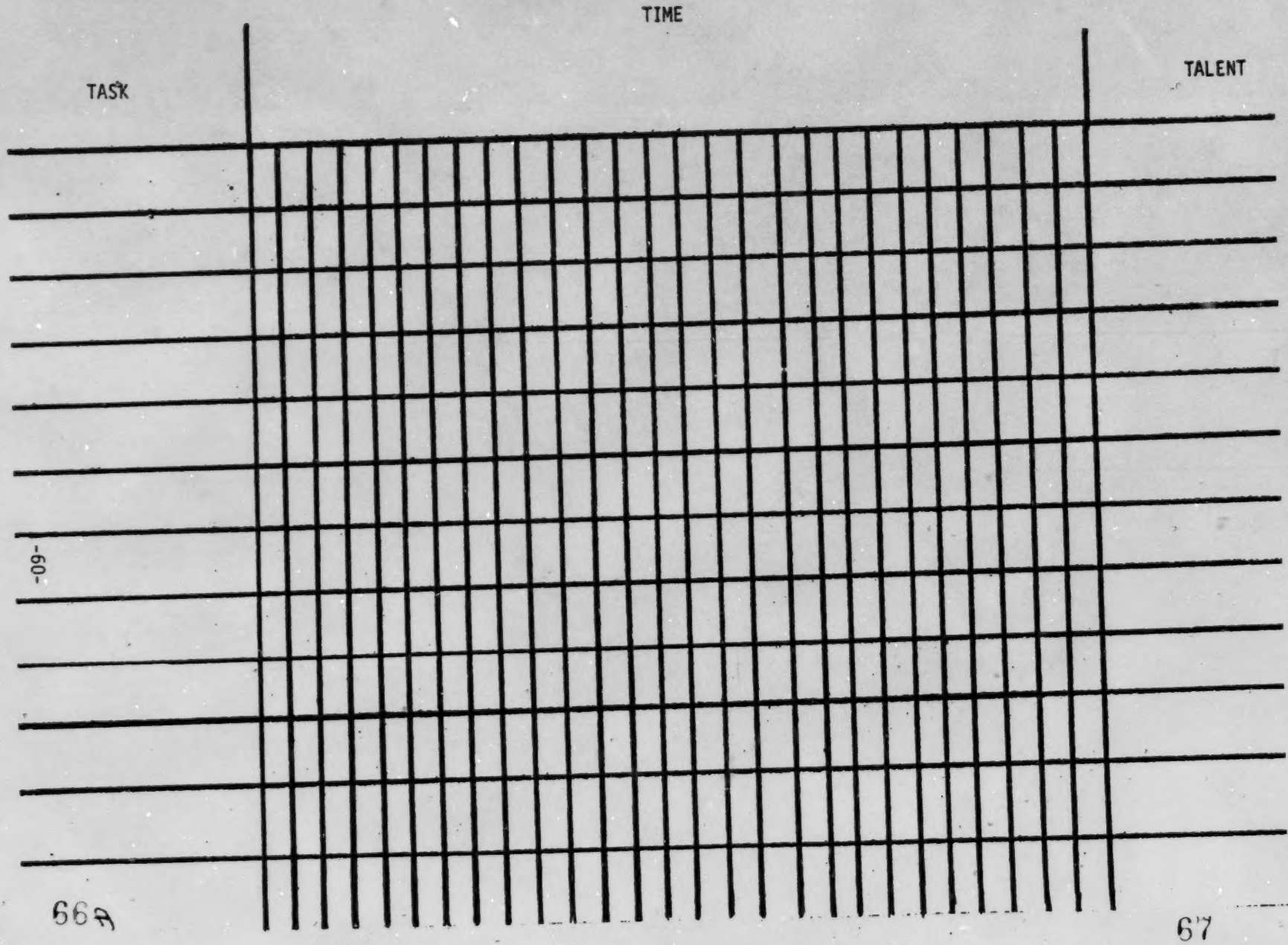
Grade Level _____

TASKS	CONDITION(S)	CRITERIA	PERFORMER(S)

PERT

Strategy _____ Time unit _

EVENTS (Completed Tasks)


TIME
TASK
TALENT

APPLICATION

This activity is designed to help you map out a plan for writing, scheduling, and assigning staff members to process objectives at your school.

Most of the modules to this point have asked participants to develop a time, task, and talent chart for carrying out the procedures of that module at their own setting. Here the three essential procedures are writing process objectives, assigning responsibility for them, and scheduling them. These too will be easier to accomplish if you map out a plan for doing them first.

Form three groups of participants from each school district represented (if possible; if not, form one or two groups with multiple assignments). Each group will have the responsibility of mapping out what will have to be done to accomplish one of these three procedures at their school district. The point is to think through the problems and tasks and work out the best solutions and plan possible. For each area, use a time, task, and talent chart to map out the tasks, when they should be done, and who should do them. Some examples of the tasks to consider in each area:

Writing Process Objectives

- Coordinate with development of program strategies
- Study what has been done in the past
- Check activities used in other programs
- Check with staff, students, and parents
- Consider the areas of materials, facilities, transportation, and communication, and any others that seem pertinent
- Consider who can best do the various tasks
- Decide how long each should take

Assigning Responsibility for Process Objectives

- Determine the skills needed to carry out program strategies and tasks
- Determine the skills available. Consider the various means for doing this, such as interviewing staff members, testing them, asking supervisors, self-assessment, and so on.
- Match available and needed skills. Figure out how to make the best possible use of staff members, how volunteers can be incorporated, how skills can be developed, and so on.

Scheduling Process Objectives

- Decide on the best way to schedule tasks. Consider time, task, and talent charts, PERT, and any others you know of.
- Consider who can best do the job of scheduling tasks.
- Study how tasks have been organized in the past or in other programs and what has worked best.
- Work out ways of establishing realistic times to accomplish given tasks.

When questions or problems arise, have the Coordinator help. When all three groups have had time to work out a reasonable time, task, and talent chart for their area, reform the entire group. Share the plans each group has come up with. Coordinate the plans in any necessary ways. The goal is to leave the workshop with a well-developed plan for writing, assigning, and scheduling process objectives at your school district which all participants have helped to draft and are pleased with.

APPENDIX

OPTIONAL GROUP SIMULATION DESCRIPTION

The description below is intended as a frame of reference for those of you who are not working in a particular setting. You may wish to describe one of the other schools that might be in the "Lillington School District," to change parts of this description, or to use it for ideas in creating your own setting. Feel free to modify it to meet your particular needs.

The Lillington School District is a suburban district made up of seven elementary schools, four junior high schools, and two high schools, with a total school population of 10,000 students. The district is rapidly changing from one that is largely rural to one that is urbanized. It has several active industries, including a furniture factory and an automobile assembly plant. The minority population is growing, and the unemployment rate is higher than that in the rest of the state.

Lillington's Chester Arthur High School has an enrollment of about 1,600 students in grades 9-12. Approximately 75% of the students are from lower and lower-middle class families; 20% are from middle class families; 5% are from upper-middle class families. The racial/ethnic composition is approximately 82% white, 11% black, 5% Spanish-surname, and 2% Oriental and Indian. The school has experienced some group conflicts, but none serious to date.

No follow-up studies have been conducted in recent years, but the school's counselors estimate that about 40% of their graduates continue their education, mainly at the nearby community college. The dropout rate there and in Arthur High is unknown. The counselors guess that at least half of the girls marry within a year after graduating from Arthur High; most of them do not seek jobs until after they have had children. Most of the remainder of the female graduates and a large majority of the males seek jobs locally, principally in the furniture and auto assembly plants. No information is available as to their success or failure in obtaining jobs.

Chester Arthur High School is headed by a fairly pragmatic principal and a progressive, forward-looking vice-principal. The teaching staff is a mixture of older, conservative individuals who want to avoid most "new fangled ideas" and young, liberal instructors who are eager for change. Each group has its well-liked leaders.

The guidance staff consists of the director of guidance, who is a frustrated Freudian psychoanalyst, and two counselors: a middle-aged ex-space engineer who loves paper work and a young vegetarian who likes to "rap with kids." Two part-time aides assist with filing and other clerical tasks. The department has never formulated its goals and objectives, and its principal guideline is "How have we handled that in the past?" The department seems to be drifting, each member "doing his own thing" without cooperation or coordination.

The school's efforts in career education are haphazard. Some teachers, it is thought, include in their classes some career information about the subject area. Counselors supply specific information to students who request it. The school library includes a file of occupational information, but it is rarely used and poorly maintained.

Chester Arthur High, as well as other Lillington District schools, has experienced a number of problems recently. There are persistent rumors of widespread drug sales and usage on campus. Racial tensions are increasing. Students complain a great deal about the curriculum and the school in general. School spirit is at an all-time low.

Parents and community members are becoming increasingly dissatisfied with the school system. They feel that taxes for education are far too high and that students are not adequately prepared for the world they face upon leaving school. A number of parents believe that faculty members are too liberal and that they should devote more time and effort to "the basics." Other parents insist that the school is old fashioned and that much of the subject matter is irrelevant and unimportant. Parents from both of these groups say that their children do not know what they want to do and are uninformed about career opportunities and job requirements.

Arthur High graduates, complain local employers, make poor employees. Many employers seem to agree with a statement made by a foreman at the furniture plant: "All these kids care about is the paycheck, but they don't know how to earn it."

Due to financial problems, there has been talk recently of having to reduce the school staff. One of the leading candidates for reduction is the guidance staff. While the staff members seem to be generally liked by both students and teachers, the school administrators are having trouble justifying the expenditure of money for so tenuous a purpose. They are seeking documentation and other evidence to justify retaining the guidance program and staff.

REFERENCES

This module was developed to help you write, schedule, and assign staff members to process objectives. For in-depth reading on the above subjects, the following books may prove useful.

Writing Process Objectives

Jones, G. B., Ganschow, L. H., Helliwell, C. B., Wolff, J. M., and Dayton, C. W. *A Manual for Developing Career Guidance Programs.* American Institutes for Research. Irvine, Calif.: Educational Properties, Inc., 1974.

This manual is an earlier effort designed for similar purposes as the present series of modules. Chapter 3, "Structuring and Implementing Programs," has content relevant to the topics discussed in this module.

Gysbers, Norman C. and Moore, Earl J. *Career Guidance, Counseling, and Placement Elements of an Illustrative Program Guide.* Columbia, Mo.: University of Missouri, February 1974.

This guide contains examples of career guidance program strategies that have been broken down into tasks.

Davies, Ivor Keven. *Comptency Based Learning: Technology, Management, and Design.* San Francisco: McGraw-Hill, 1973.

This book focuses on the planning, organizing, reading, and controlling functions of teachers. Chapter 3, "Analyzing the Task," is especially relevant to the content of this module.

Piestrup, Ann McCormick. *Design Considerations for Packaging Effective Approaches to Compensatory Education.* RMC Report UR-241. RMC Research Corporation, June 1974.

In this study, the RMC Research Corporation isolated tasks associated with the development and maintenance of successful compensatory education reading programs.

Developing and Writing Process Objectives: Booklet for Developing Evaluative Skills. Tucson: Educational Innovators Press, 1970, pp. 5-12, 20-30.

The elements of a completed process objective are discussed in this booklet. Examples are also provided.

Assigning Staff Members to Process Objectives

Dameron, Joseph D. and Carrier, Jerry. *Competencies of Professional Counselors--A Rating Scale.* Available from Publication Sales, American Personnel and Guidance Association, 1607 New Hampshire Avenue, N.W., Washington, D.C. 20009.

This rating scale has been prepared for use by professional guidance personnel either as a self-administered or externally administered instrument.

Far West Laboratory for Educational Research and Development. *D. D. and E. Diagnostic Instrument, I.D. No. 79.* Available from Far West Laboratory for Educational Research and Development, 1855 Folsom Street, San Francisco, Calif.: 94103.
This one-page checklist is another example of a categorization scheme for education-related skills.

Gellerman, Saul W. *Personnel Testing: What the Critics Overlook.* In *The Personnel Job in a Changing World,* Edited by Jerome W. Blood. New York: American Management Association, 1964, pp. 288-296.
A good discussion of the advantages of interviewing and problems inherent in the interviewing process.

Koontz, Harold and O'Donnell, Cyril. *Principles of Management: An Analysis of Managerial Functions.* San Francisco: McGraw-Hill, 1968.
Chapter 8 of this book discusses how staff assignments might be made in a business setting. In Chapter 16, appraisal techniques for use in staff member selection and promotion are discussed.

Bellows, Roger M. *Psychology of Personnel in Business and Industry.* New York: Prentice-Hall, 1949.
Chapter IV on job analysis discusses various ways of determining what skills are needed to perform given tasks. The only difference between job analysis and the skill analysis discussed in this module is that job analysis takes place *after* people have had a chance to perform the job.

Scheduling Process Objectives

Trione, Verdun. *A Systems Approach to the Development of Educational Programs.* Carson City: State of Nevada Department of Education, December 1968.
This book was written in response to questions and comments that came up during a workshop on program planning and development. The book is designed to serve as a do-it-yourself workshop on planning techniques and procedures. The PERT section of this book was included in the Scheduling section of this module.

Studebaker, Diane and Partridge, Patrick. *Introduction to Development.* Module 1.3/4.1, Development Series. San Francisco: Far West Laboratory for Educational Research and Development, 1972.
This module includes a section comparing the use of flow charts, PERT networks, milestone charts, and time, task, and talent charts.

Woodgate, H. S. *Planning by Network, Project Planning and Control Using Network Techniques.* New York: Brandon Systems Press, 1967.
A detailed look at planning networks including chapters on network construction, time estimates for network activities, replanning, use of results, cost planning, and cost control.

Cook, Desmond L. *Program Evaluation and Review Technique, Applications in Education.* Cooperative Research Monograph No. 17, USOE, 1966.
A comprehensive, clearly presented explanation of PERT. Examples are included.

Task Analysis Handbook. Olympia, Wash.: Washington State Department of Personnel, 1973.
A useful, practical handbook recommended by practitioners.

COORDINATOR'S GUIDE

MODULE 8

SPECIFYING PROCESS OBJECTIVES

Developed at the American Institutes for Research, under support by the United States Office of Education, Department of Health, Education, and Welfare under Part C of the Vocational Education Act of 1963.

August 1975

Reprinted with minor revisions, July 1978

TABLE OF CONTENTS

	Page
Coordinator's Role and Functions	1
Introductory Activity	3
Outline of Introductory Remarks	4
Activity Feedback	5
Assessment Criteria	13
Introduction to Application	15
Criteria of Adequacy Checklist for Application Exercise	16
Sample Evaluation Instruments	17

Your role as coordinator is crucial. It may be thought of in four categories.

Set the Tone

Set the right mood. Don't make things deadly and boring. Inject humor into the activities and discussions, let people joke around some and have fun. On the other hand, make it clear that there is a very serious purpose behind it all. People should be relaxed, but alert, interested, and motivated.

Set the Pace

Maintain the right pace. If things bog down, inject some humor, ask some provocative questions, get a lively discussion going. Some sections can be summarized orally to speed things, and this can be planned ahead. If things are going too fast and people are getting lost, slow it down, let them ask questions, spend time orally covering the points. Keep the flow smooth at junctures in the module--winding up on activity with a satisfying resolution and easing participants into the next. Take breaks as you sense they are needed. Be flexible in structuring activities, adapting to individuals and situations as needed. Regard times listed in the "Module Outline" as flexible.

Facilitate

Encourage discussion and interaction from the participants. Bring out the shy people, don't let the aggressive ones dominate. Seek out questions and uneasinesses, get them into the open, talk them over, especially at the beginning. Watch facial expressions and body language. Be a trouble shooter. Spot problems and work them out. In short, act as a guide through the module, but try not to get in the way.

Evaluate

Make sure participants are headed in the right direction, nudge them that way when they're not. Judge whether they perform adequately in the post-assessment items, the activities which are part of the assessment (see the "Assessment Criteria"), and the Application. Keep a record of how each participant does. In general, maintain the quality level of the workshop.

Specific Functions of Coordinator (to be used as a checklist as you go through the module)

Prior to workshop:

1. Study the module thoroughly ahead of time. Be familiar with the participant materials and this Coordinator's Guide.
2. Make sure all needed materials are present for the workshop such as paper and pen, blackboard, mimeograph machine or xerox machine, and tape-slide equipment and presentation.

At the workshop:

1. Introduce yourself to participants, and them to each other. Briefly explain your background and the role you will play in the module.
2. Establish time limits (lunch, when day ends) and schedule for the day, and do your best to stick to them.
3. Conduct Introductory Activity if you plan to use it (see "Introductory Activity" herein).
4. Introduce the basic purposes and structure of the module (see "Outline of Introductory Remarks"). Answer any questions.
5. Run the tape-slide presentation. Lead a brief discussion following this.
6. Start participants on the text. Lead discussion and practice activities as you go through this module. Provide feedback on the practice activities (see "Activity Feedback and Assessment Criteria"). Collect evaluation data on the participants.
7. Conduct the Postassessment. Collect the results. Evaluate each of the participants on her/his performance (see "Assessment Criteria"). Keep a written account of this.
8. Start participants on the Application (see "Introduction to Application"). Evaluate the plan produced (see "Assessment Criteria").
9. Conduct a Wrap-up session. Your tasks here are to
   a. Summarize what has gone on and been accomplished.
   b. Resolve any unanswered questions.
   c. Point out sources for additional study. Go through the Reference section briefly; add any sources you know of.
   d. Mention any technical assistance available--experts related to module topics to whom participants might be able to turn.
10. Throughout, observe how things go and collect suggestions for ways to improve the module. Keep a written account of these.
11. Submit the results of 6, 7, 8, and 10 to the overall workshop director.

Have participants complete the "Introductory Activity" worksheet in their handbooks. After ten minutes, ask several participants to volunteer to place their lists on the board. Compare these lists and discuss.

A. Let other class members add to the lists on the board.

B. Explain that people have different lists because their lives dictate different preparations.

C. Tell the group that what they did was to break down the strategy of going to Hawaii by taxi and airplane into several components. These components represent the process objectives to be discussed in this module.

The following completed worksheet shows responses that participants might have generated in response to the Introductory Activity. These responses are *not* the only responses possible. They are given here to serve as a guide for discussion.

1. Make plane reservations.
2. Purchase new clothes.
3. Cancel newspaper.
4. Call about taxi arrangements.
5. Invite a friend to go along.
6. Arrange to have dog fed.
7. Pack clothes.
8. Give forwarding address to friends.
9. Request a leave of absence from job.

OUTLINE OF INTRODUCTORY REMARKS

1. Have participants turn to the model in the introductory section of their handbooks. Explain that
   A. Module 8 builds on a process detailed in the previous seven modules.
   B. Module 8 is the first of a series of three modules in Phase 3. In this module, you will learn to break down career guidance strategies into smaller units called process objectives. Once you have defined these process objectives, you will be able to make staff assignments and to establish a program schedule.
   C. In Module 9 you will use process objectives to help you plan a staff development program, and in Module 10 you will use process objectives to help you field test your program.
   D. You have already had the opportunity to identify process objectives when performing previous end-of-module Application exercises. This module is an attempt to set down on paper what many of you do instinctively.
2. Have participants turn to the "Module Outline" in the introductory section of their handbooks. Explain that
   A. There will be three sets of readings:
      1. Writing Process Objectives
      2. Assigning Responsibility for Process Objectives
      3. Scheduling Process Objectives
   B. After completing the three sets of readings, participants will be asked to write, schedule, and assign responsibility for process objectives related to a strategy of their choice.

ACTIVITY FEEDBACK

The following completed worksheets show responses that participants might have generated for the various activities in the module. These responses are *not* the only responses possible. They are given here to serve as guides for discussion.

A central part of your job as Coordinator is making sure participants receive the feedback they need to master the skills. For each of the activities, check each participant in this regard. An actual checklist, with lists of each of the activities and room to write in each participant's name, will aid in the task. Give help to those who are having trouble, or have another participant who has caught on more easily provide help. Criteria for success in the activities include completion of the activity in a way that is:

- Consistent with the directions
- Understandable
- Desirable

The last two criteria may be judged by you and at least one of the participant's peers.

PROCESS OBJECTIVES WORKSHEET

Strategy Show filmstrip "I Can"

Grade Level 1

TASKS	
Locate filmstrip	
Order filmstrip	
Obtain viewing equipment	
Preview film	
Show film	
Discuss film	

PROCESS OBJECTIVES WORKSHEET

Strategy Career Resource Center

Grade Level 4-9

TASKS	CONDITION(S)	
Locate materials for center	Write publisher Visit other sites ERIC 16 weeks	
Locate faculty to house center	4 weeks	
Explain use of center to teachers	3 faculty meetings 3 weeks	
Explain use of center to students	in person 1 week	
Operate center	One-to-one attention 37 weeks	
Schedule students to use center	2 weeks	
Evaluate center operation	Use question-naires 4 weeks	

PROCESS OBJECTIVES WORKSHEET

Strategy Career Resource Center

Grade Level 4-9

TASKS	CONDITION(S)	CRITERIA	
Locate materials for center	Write publisher Visit other sites ERIC 16 weeks	Enough materials to open by Jan.25	
Locate faculty to house center	 4 weeks	Before scheduling	
Explain use of center to teachers	3 faculty meetings 3 weeks	Before students receive explanation	
Explain use of center to students	In person 1 week	Before students come to center Check teachers' explanation	
Operate center	One-to-one attention 17 weeks	Begin Jan. 25	
Schedule students to use center	 2 weeks	Before operation	
Evaluate center operation	Use questionnaires 4 weeks	By May 1	

Strategy Career Resource Center

To carry out this strategy, career guidance related skills in the following areas are required:

1 (rarely) 2 (sometimes) 3 (routinely)

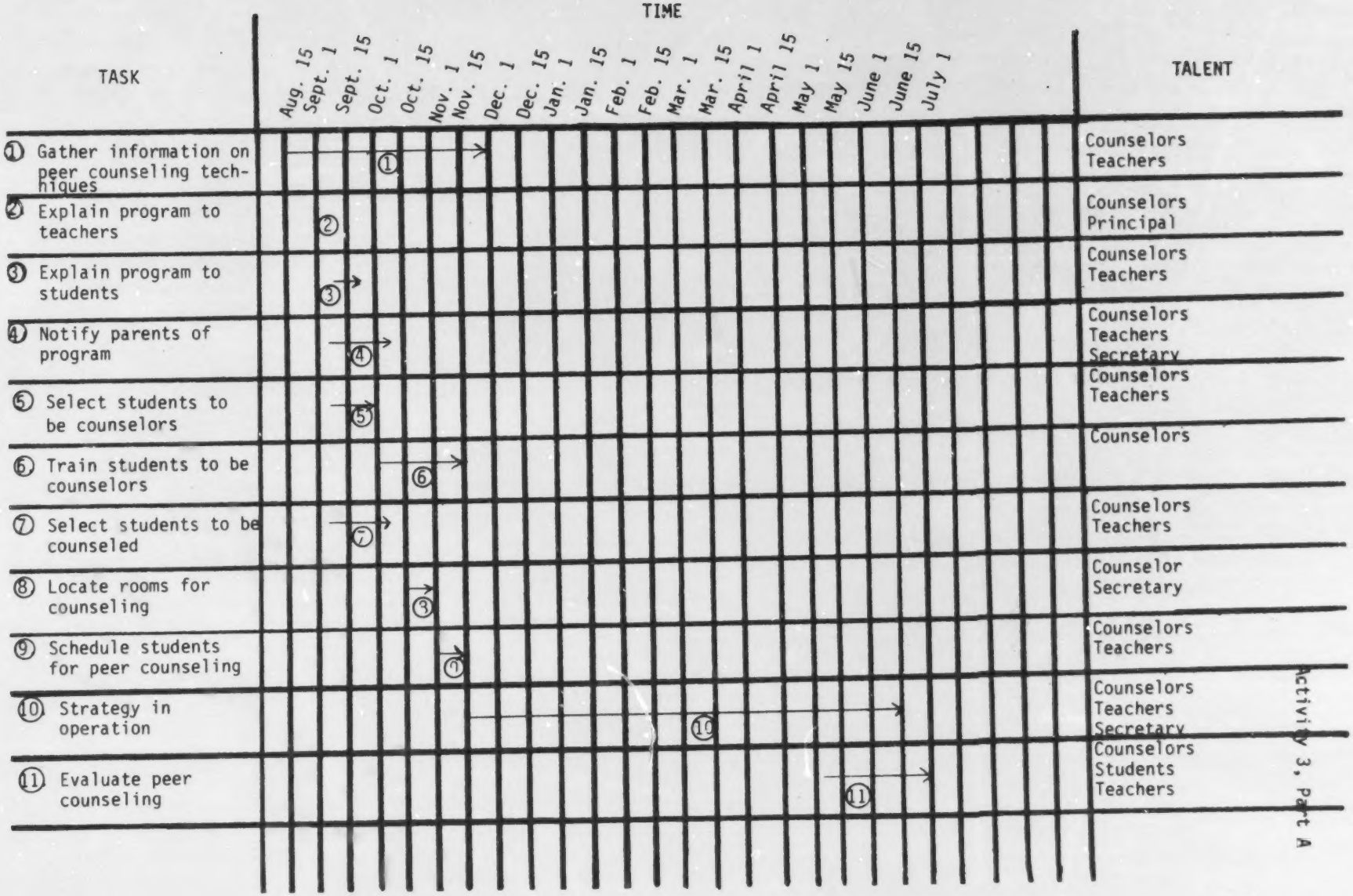
Information-Gathering (locate, learn about)	Teaching (demonstrate, work with students)	Public Relations (publicize, invite, recruit)	Supervision (coordinate, schedule, provide)	Development (create, establish procedures)	Analysis (evaluate, verify)	Add Other Skill Areas	
1	(1)	1	1	(1)	(1)	1	1
2	2	(2)	(2)	2	2	2	2
(3)	3	3	3	3	3	3	3
1	(1)	(1)	1	1	1	1	1
2	2	2	(2)	(2)	2	2	2
(3)	3	3	3	3	(3)	3	3
1	1	1	1	1	(1)	1	1
(2)	2	(2)	(2)	(2)	2	2	2
3	(3)	3	3	3	3	3	3
1	1	1	1	1	(1)	1	1
(2)	2	(2)	(2)	(2)	2	2	2
3	(3)	3	3	3	3	3	3
1	1	(1)	1	1	1	1	1
(2)	(2)	2	2	(2)	(2)	2	2
3	3	3	(3)	3	3	3	3
1	1	1	1	1	1	1	1
(2)	2	(2)	2	(2)	(2)	2	2
3	(3)	3	(3)	3	3	3	3
1	(1)	(1)	1	1	1	1	1
2	2	2	(2)	(2)	2	2	2
(3)	3	3	3	3	(3)	3	3

PROCESS OBJECTIVES WORKSHEET

Strategy Career Resource Center

Grade Level 4-9

TASKS	CONDITION(S)	CRITERIA	STAFF
locate materials for center	write publisher, visit other sites ERIC 16 weeks	Enough materials to open by Jan.25	Counselors, teachers
locate facility to house center	4 weeks	Before scheduling	Counselors, secretary
explain use of center to teachers	3 faculty meetings 3 weeks	Before students receive explanation	Counselors, principal
explain use of center to students	in person 1 week	Before students come to center Check teachers' explanation	Teachers
operate center	one-to-one attention 17 weeks	Begin Jan. 25	Counselors, teachers
schedule students to use center	2 weeks	Before operation	Counselors, teachers, secretary
evaluate center operation	use questionnaires 4 weeks	By May 1	Counselors, teachers, students

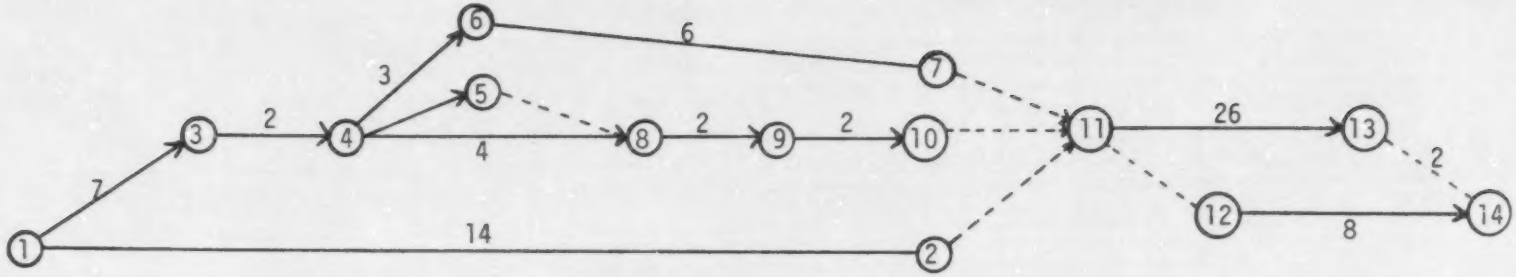


11

Activity 3, Part A

PERT

Strategy Peer Counseling Time unit _____



EVENTS (Completed Tasks)

1. Start
2. Information gathered on peer counseling techniques
3. Program explained to teachers
4. Program explained to students
5. Parents notified of program
6. Students selected to be counselors
7. Students trained to be counselors
8. Students selected to be counseled
9. Rooms located for counseling
10. Students scheduled for peer counseling
11. Peer counseling program in operation
12. Program evaluation begun
13. Program ends
14. Evaluation completed

ASSESSMENT CRITERIA

Outcome 1. Measurement: Items 1 and 2 on Postassessment.
Criteria:

1. What four elements are included in a completed process objective?

   Task.
   Condition(s).
   Criteria.
   Individual(s) responsible.

2. List four reasons for writing objectives.

   Clarify your thinking.
   Replicate project.
   Report on project.
   Manage project.

Outcome 2. Measurement: Items 3 and 7 on Postassessment.
Criteria:

3. List four general areas for which tasks might be generated:

   Transportation.
   Materials.
   Communication.
   Facilities.

7. Process objectives should seem reasonable to the workshop Coordinator and should be judged by the following standards:

   Task: Whenever appropriate, tasks should be from the areas of materials, communication, facilities, and transportation. Other types of tasks might also be included.

   Condition: Specific conditions should be added when they seem necessary for clear understanding of the task. Estimates for the duration of each task should be included for each process objective and should appear reasonable to the Coordinator.

   Criteria: Sequencing of events should appear logical to the Coordinator. Criteria used to verify the completion of certain tasks should be measurable and crucial to the successful completion of the activity.

Outcome 3. Measurement: Items 4 and 8 on Postassessment.
Criteria:

4. List five methods of determining the skill level of staff members in your school or district.

   Ask supervisors or co-workers.
   Test.
   Use personal knowledge of staff member.
   Interview.
   Have staff members evaluate their own skill level.

8. The list of three basic steps to follow and corresponding means of accomplishing these should/may include:

   1. Determine skills needed by
      a. asking for ideas of people involved in planning the program.
      b. asking for ideas of people who have carried out tasks similar to the ones you are contemplating.

   2. Determine skills available by
      a. interviewing staff members.
      b. testing staff members.
      c. relying on personal knowledge of staff members.
      d. asking supervisors or peers about staff members.
      e. having staff members assess themselves.

   3. Match skills available with skills needed by considering
      a. availability of staff members.
      b. overlap between tasks.
      c. possible in-service activities to upgrade staff.
      d. possible new hires needed.

Outcome 4. Measurement: Items 5, 6, and 9 on the Postassessment.
Criteria:

5. List three reasons for scheduling process objectives.

   Resolve time conflicts.
   Monitor project.
   Report on project.

6. List two ways of scheduling process objectives.

   Time/task/talent chart.
   PERT network.

9. The PERT network or time, task, talent analysis developed in response to this item should

   1. accurately reflect strategy deadlines.
   2. make proper use of arrows, numbers, and time estimates.
   3. appear realistic to the Coordinator.

Outcome 5. Measurement: Product of Application.
Criteria:

Each of the three groups should have worked up a time, task, and talent chart for their area which is reasonably

1. Logical - do the tasks flow in logical sequence?
2. Thorough - is it detailed enough to be helpful?
3. Practical - is it not too detailed to be burdensome; are the times allowed for the tasks reasonable?
4. Fair - are the responsibilities assigned reasonably and equitably?

INTRODUCTION TO APPLICATION

Here your task is to show how this section of the module relates to the rest. To put it simply, participants should by now have learned the process one goes through in writing, assigning, and scheduling process objectives. Now they need to figure out exactly how and when they will do this at their own setting, and who will do what.

First, review the skills and process. The activities have included

1. Writing process objectives
2. Assigning responsibility for process objectives
3. Scheduling process objectives

Have participants bring these skills into play in this section. They will be used in mapping out time, task, and talent charts for their own setting for each of the three basic procedures covered in the module. Study the directions for organizing this activity in the student module.

Deal with any questions that arise here, get participants started on this section, and provide any needed help. The assessment criteria spell out standards that should be maintained in the charts produced.

CRITERIA OF ADEQUACY CHECKLIST
FOR APPLICATION EXERCISE

These criteria are meant to serve as guideposts for your group during the application exercise. You should also use these criteria as a basis for discussing application exercise presentations made by other groups at the workshop.

Process Objectives

Task: Whenever appropriate, tasks should be from the areas of materials, communication, facilities, and transportation. Other types of tasks might also be included according to the strategy discussed.

Condition: Specific conditions should be added when they are absolutely necessary for a clear understanding of the task. Estimates of the duration of each task should be included for each process objective and should appear reasonable to the workshop group as a whole. Where duration estimates are extremely long or extremely short, the group might want to explain this situation.

Criteria: The sequencing of events should appear logical to the group as a whole. Criteria used to verify the completion of certain tasks should be measurable and crucial to the successful completion of the activity.

Staff Assignments

Each group presentation should emphasize that the best possible staff assignments were made by first determining skills required to carry out specific process objectives and second, determining who in their school or district possessed these skills.

Suggestions for in-service training and new hires might be addressed in this section. Task overlap and employee availability might also be mentioned.

Scheduling

Whether your group uses a PERT network or a Time, Task, Talent Analysis, the schedule should:

1. accurately reflect the process objectives
2. reflect strategy deadlines
3. make proper use of arrows, numbers, and time estimates
4. appear realistic to the workshop as a whole

On the next five pages are two sample instruments, the Module Performance Record and the Evaluation Questionnaire for Staff Development Workshops. You may wish to use these instruments to gather information for evaluating any workshop in which you administer this module, and for making decisions about future workshops. The Module Performance Record (MPR) is a form for tallying participants' achievement of objectives. The Evaluation Questionnaire seeks participants' opinions on four dimensions: (1) perceived value of the workshop; (2) effects of participating in the workshop; (3) role and performance of the coordinator; and (4) recommended improvements in the workshop. As it now stands, the questionnaire should take participants 10-20 minutes to complete. You, as module coordinator, should complete the MPR form based upon the results of the postassessment or other evidence supplied by participants. If you duplicate the Evaluation Questionnaire for participants to complete, we suggest you print it as a four page booklet.

NATIONAL CONSORTIUM ON COMPETENCY-BASED STAFF DEVELOPMENT

MODULE PERFORMANCE RECORD

MODULE TITLE: _____

WORKSHOP DATES: _____

WORKSHOP COORDINATOR(S): _____

_____

Participants' Names (Alphabetically)	OBJECTIVES (Place a check (✔) mark for each objective achieved.)						
	1	2	3	4	5	6	7
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							
13.							
14.							
15.							

Developed at the American Institutes for Research, under support by the United States Office of Education, Department of Health, Education, and Welfare.

NATIONAL CONSORTIUM ON COMPETENCY-BASED STAFF DEVELOPMENT

EVALUATION QUESTIONNAIRE FOR STAFF DEVELOPMENT WORKSHOPS

Your responses to the brief questions in this booklet will help us evaluate the workshop you just completed and make decisions regarding future workshops. Please take 10-20 minutes to answer honestly and thoughtfully. You need not sign your name, but we do need your help. Please answer each question. Thank you.

Name (Optional) _____ Date _____

Module Title _____

A. General Issues Related to the Workshop

Respond by checking the column (A, B, C, D, or E) of the statement which best expresses your feeling or opinion on each item in the following list. If none of the possible choices precisely represents your view, pick the one that comes closest.

STATEMENTS	Column A: I strongly agree	Column B: I agree	Column C: I disagree	Column D: I strongly disagree	Column E: I don't know. I have no basis for answering.
1. This workshop made a valuable contribution to my professional development.					
2. I acquired no new knowledge during this workshop.					
3. I would not recommend this workshop to anyone else.					
4. I am glad I attended this workshop.					
5. In this workshop, I experienced at least one positive change in my knowledge, attitudes, or skills.					
6. As a result of this workshop, I expect that I will help improve the career guidance program in my work setting.					
7. I experienced at least one negative effect from this workshop.					
8. This module must be improved.					
9. The Coordinator was an asset to this workshop.					
10. The Coordinator was unprepared.					
11. The Coordinator was poorly organized.					
12. The Coordinator was clear and to the point.					
13. The material and activities in this workshop were not helpful.					
14. The material and activities were applicable to my needs.					
15. The material and activities were routine and boring.					
16. The workshop's objectives addressed the training needs that I hoped they would.					

Developed by the National Consortium on Competency-Based Staff Development in cooperation with the American Institutes for Research, under support by the United States Office of Education, Department of Health, Education, and Welfare under Part C of the Vocational Education Act of 1963.

B. Please list and briefly describe up to three major positive changes that you have experienced in your knowledge, attitudes, or skills because of this workshop. Continue on the back of this booklet if necessary. If you did not experience any positive changes, please check the appropriate space.

_____ There were no positive changes.

C. Please list and briefly describe any negative effects you have experienced because of this workshop. Continue on the back of this booklet if necessary. If you did not experience any negative effects, please check the appropriate space.

_____ There were no negative effects.

D. Please list and briefly describe any improvements you anticipate in your career guidance program as a result of this workshop. Continue on the back of this booklet if necessary. If you don't expect any improvements as a result of this workshop, please check the appropriate space.

_____ I don't expect any improvements in my career guidance program as a result of this workshop.

E. Please list and briefly describe any other comments on this workshop, criticisms of it, or suggestions you have for improving it. We are especially interested in your ideas on topics or activities that should receive more or less emphasis. Continue on the back of this page if necessary.

'90